

**Illinois Early Learning Council
Workforce Development Committee
James R. Thompson Center
100 W. Randolph Street • Chicago, IL
May 9, 2011
10:00am–12:00pm**

Attendees

Amber Kirchhoff
Andi Sass
Anne Wharff
Ava Harston
Catherine Main
Christine Ryan
Diana Rosenbrock
Harriette Herrera
Isolda Davila

Jan Maruna
Joanna Pierce
Johnna Darragh-Ernst
Joni Scritchlow
Joyce Weiner
Kim Collins
Linda Tomlinson
Lynette Chandler
Marie Donovan

Maxine DeLap
Patrick Murphy
Reyna Hernandez
Rhonda Clark
Shannon Christian
Sheridan Turner
Teri Talan
Wendy Mertes

Welcome

Minutes—Jan Maruna

- March 14, 2011 minutes were approved without change.
- Approval Process Update:
 - Moving forward, meeting minutes will be shared with Committee members via e-mail for suggested revisions/edits. Revised minutes will be shared for approval at the following meeting, and posted on the Illinois Early Learning Council (ELC) Web site within seven days of Committee approval.
 - Agendas need to be posed 48-hours before a meeting.

Gateways to Opportunity—Joni Scritchlow

- Gateways and ACCESS Joint Higher Education Institution Articulation Survey:
 - The Articulation Survey was developed and disseminated jointly by the ACCESS Committee (Cheryl Bulat) and Gateways to Opportunity to determine how courses transfer between two- and four-year higher education institutions. Results of the survey will be discussed at the next ACCESS meeting, and ACCESS members will determine next steps in conjunction with the Professional Development Advisory Council (PDAC).
 - To date, the survey has received a 31% response rate from higher education institution staff with early childhood degree programs. Both two- and four-year schools reported an average of 17 ECE/CD classes in ECE degree programs.
 - For specific response information, please see the survey attachment.
 - Any questions may be sent to ACCESS members: Cheryl Bulat (cheryl.bulat@morton.edu), Johnna Darragh-Ernst (johnna.darragh@heartland.edu), and/or Wendy Mertes (wmertes@harpercollege.edu).
 - **Question:** Should the statewide Guidance Counselor Association be involved?
 - The Association was discussed as a potential contact.

- **Suggestion:** The Director at Oakton Community College will be contacted for liaison information, which will be shared with Cheryl Bulat, ACCESS chair.
- **Question:** How many credit hours does the Pell Grant cover?
 - The Pell Grant requirements change frequently—unsure if funding caps at a number of courses or at a dollar amount. Funding covers more courses at the community college level than at the four-year college level due to tuition costs.
 - **Action:** Research Pell Grant guidelines to share at the next Workforce Development meeting.

ISBE Anticipated Changes—Linda Tomlinson

- The Illinois Professional Teaching Standards (IPTs) were recently revised. All higher education programs are required to meet the new standards by 2013. Students graduating before July 1, 2013 do not need to meet the new requirements.
- Changes for Principal Preparation: Through statute, ISBE changed requirements for Pre-K through 12th grade; the certification now includes ECE. After July 1, 2014, all principal preparation programs must meet the new standards.
- The Elementary and Middle Advisory Group (EMAG) is proposing that requirements for teachers for elementary be defined as K–5th grade and middle school teachers be defined as 6th–8th grade. It was suggested that they would convene a group in the coming months to review ECE ages as pre-K through 3rd grade could also be too broad.
 - **Question:** What is the timeline for the advisory group to convene and what constituencies will be included?
 - The advisory group will include members from higher education institutions, teachers, administrators, etc. If the Workforce Development Committee would like a representative to be on the advisory group, please send a name(s) to Linda Tomlinson (ltomlins@isbe.net). It is anticipated that the advisory group will convene at the end of the summer or in the fall (2011). Note: Ava Harston, Workforce Development Committee co-chair, serves on this Committee.
 - **Question:** What is the timeline for Principal Preparation?
 - Changes will go into effect July 1, 2014. Illinois is one of the first states to include preschool/ECE in principal preparation.
- ISBE is proposing a streamlined license process. There are currently approximately 65 certificates and ISBE is proposing three licenses: (1) Substitute Teacher License; (2) Professional Educator's License with Endorsements; and (3) Professional Educator's License with Stipulations.
 - **Question:** Does this new legislation affect people who have one certification and would like to have an ECE endorsement? Is there a streamlined process where teachers do not have to complete the full amount of coursework?
 - Teachers will have to complete coursework in areas where they are lacking to receive an elementary endorsement. If a teacher has a Type 04 Certificate now, they will have to take additional courses to complete a different endorsement (e.g., elementary self-contained). It all depends on program overlap as to what additional requirements would need to be met.
 - **Question:** Is "p" through 3rd grade referenced in a generic way?

- The “p” refers to Pre-K through 3rd grade (covering 3-year-olds through 3rd grade).
 - **Question:** Will the new proposed legislation eliminate approvals?
 - There will be one Professional Educator’s License with Stipulations. The approval for Special Education in ECE would go on a Professional Educator’s License. ISBE is eliminating separate approvals, instituting a simpler way for people to understand licensing.
 - **Statement:** In the midst of higher education institutions redesigning programs to accommodate the IPTS revisions, age ranges make a difference. Schools are trying to prepare students to work in a variety of settings. There will only be one Assessment of Professional Teaching (APT) exam.
 - An advisory group will be assembled to review the common core to make a decision for a final age-range cut-off for early childhood. After this process, it will take several years to phase in the change. It all depends on how quickly decisions are finalized.
 - **Question:** In the process of development, is ISBE focusing on the common core as the “driver” for program development?
 - The common core is impacting the design of programs. The goal is to review the common core to determine what professionals in the field need to know for children to progress at ages 2–3 and ages 4–5, as well as elementary.
 - **Question:** The Type 29 is also mentioned. What is the effective date?
 - During the transition into a new licensing structure, there will be corresponding timelines. The legislation has to be passed first, and then the rule will be finalized.
- The Illinois Teacher Certification Board is reviewing the Basic Skills Test (BST) results. There is concern that students are exiting high school without the necessary skills to enter the teaching workforce or teacher preparation programs. Illinois needs strong, qualified teachers in the classrooms.
 - **Question:** Is there a way for the Workforce Development Committee to monitor this and stay connected?
 - ISBE posts BST results on their Website (<http://www.isbe.net/certification/html/testing.htm>) and members may review minutes posted from the Illinois Teacher Certification Board meetings.
 - **Question:** Is the APT no longer going to be focused for birth to age 3?
 - Everyone will complete the same APT regardless of grade level. Everyone needs to know the same skills for math, reading, as well as differentiated instruction for preschool and the elementary child.
 - **Question:** With the new changes, ISBE is allowing for three-years to implement. With future changes, will a similar timeframe be provided to allow higher education institutions to implement changes?
 - ISBE notifies schools and allows time to implement changes; however, there is no way to give as much time as some would prefer. Students are being impacted, and we have to determine how much time to wait before making changes. The common core is important, and there is not much time to implement changes. If teachers are not up-to-speed in a few years, the students will suffer.

Clarifying Terminology—Lynette Chandler and Rhonda Clark

- Conversations at the recent Higher Education Institution Forum indicated that as a field, we are not using teacher classification terminology in a consistent way. There was much confusion between certifications, endorsements, and/or approvals. The resource (see attachment) was developed to clarify the difference between endorsements and approvals and to show how they incorporate into an existing certification system.
- The document was reviewed by staff in the ISBE Bilingual Division per Rhonda Clark, and Lynette Chandler (Northern Illinois University) asked the Special Education and Literacy departments to review the document.
 - **Concern:** The document seems to indicate that an ECE Special Education Endorsement is not course-based. In the field, it is not referenced as a LBS Endorsement; it is a Special Education Endorsement.
 - A teacher must obtain an Early Childhood Special Education (ECSE) Approval to teach preschool Special Education. If you have an LBS I or an ECE 04 Certification additional coursework is required for the ECSE Approval. The ECSE Approval only allows individuals with an ECE Certification to teach special education at the preschool level.
 - **Suggestion:** Add ECE Special Education Approval to the resource.
- Linda Tomlinson mentioned Pre-K, but this does not include “birth” ages. Early Intervention (EI) is not included within ISBE but is another system. The ECSE Approval is on the Certification, but the EI Credential is housed separately.
- At UIC, students can obtain the ESL Endorsement once they complete 18 hours in ESL (coursework), but the Bilingual Approval is acquired after taking a test.
 - **Concern:** Under the “Important 2014 Early Childhood Changes” section of the document, the language dictating that districts receive reimbursement for services may be open to interpretation.
 - This language is commonly misunderstood by institutions. Requirements differ for School District-Administered (SDA) programs.
 - When a program is non-school-based, it can still be school-district administered. Applying for funding is optional; however, it is not optional to provide services.
 - **Suggestion:** Reword this section to reflect the two different funding streams (SDA programs receiving Early Childhood Block Grant [ECBG] funds and not bilingual funds).
 - **Follow-Up:** Rhonda Clark offered to take this language back to the Bilingual Division for review. She may provide “suggested” changes for the divisional group to consider during the revision process.
 - **Question:** This entire section refers to ECE, and ECE typically includes birth to age 5, but this specifically refers to 4- and 5-year-olds. Can the section refer to “Pre-K” instead of ECE?
 - The Type 04 Certificate is an ECE certification, and the Bilingual Division may not be comfortable with changing the language to reflect “Pre-K.” We need to make it clear in the text that this applies to preschool administrators. This is specifically a Pre-K setting.

- When revised, this document will be included on the resource section of the Gateways to Opportunity Website, and will possibly be included on the ISBE Website. The document, once finalized, will include language as to its purpose, when it was developed, and who it was developed by.
 - **Question:** Would it be possible to include links on the document indicating where the information came from on the ISBE Website?
 - The information compiled in the resource came from a variety of resources. On the ISBE Website, not all of the certification information is listed together. A suggestion to ISBE would be to create a page that consolidates all of this information.
 - **Follow-Up:** Rhonda Clark offered to investigate the possibility of adding resource links within the document.
 - **Suggestion:** Another page could be added to the resource to include the two Type 04 Endorsements to make this a more comprehensive document.
 - There is a Bilingual Special Education Approval and a Bilingual LBS II. This should be added to the document (most people do not know about this). Harriette Herrera will provide a draft of text to include within the document.
 - The document should note that a student must complete the minimal coursework and access the Website that lists the required coursework.
 - **Suggestion:** This information should be distributed to parents and the public to demonstrate how hard higher education institutions are working to train teachers.
 - When a system is this complex, people may see the complexity as negative.
 - Jan Maruna will work with the Public Awareness Committee and keep this idea on the front burner—to bring this resource forward as a positive message for the field.

FY12 Meeting Dates—Jan Maruna

- During the March Workforce Development Committee meeting, the Committee decided to schedule dates on Mondays from 10:30am–12:30pm.
- Committee members were asked to review their schedules to identify any conflicting Monday dates and send to Jan Maruna and/or Ava Harston. Meetings will be scheduled in the future in accordance with the full Early Learning Council meetings.

NAEYC/NACCRRA Definitions—Teri Talan

- Shannon Rudisill (Director of the Office of Child Care) noted the cost to support professional development and technical assistance work (e.g., QRIS, Infant/Toddler, etc.) is \$5 billion.
- Establishing common definitions (through a glossary) increases the usage consistency in cross-sector systems providing technical assistance (TA), coaching, mentoring, advising, etc. The field needs to have common definitions (e.g., is a project coaching, mentoring, or advising?).
- Further joint work will continue through NAEYC and NACCRRA to develop clear statements of competencies for practitioners delivering professional development and TA. This work will help guide Relationship-Based Professional Development (RBPd) Specialists who provide coaching, mentoring, advising, etc. in Illinois and will help inform PDAC's work in terms of credentials.

- **Question:** Will this glossary set the base-line for future implications for education components?
 - The ECE workforce includes those who provide direct services and they have the same need for defined competencies as directors, principles, etc.
- There are many research efforts in progress that are funded by the federal government that show the impact of RBPd. There is a growing desire to recognize and count RBPd as part of professional development records.

Updates

- Illinois Early Childhood Summit
 - Johnna Darragh-Ernst will be asked to provide an update to the Workforce Development Committee meeting (via e-mail).
- Workforce Diversity Committee—*Harriette Herrera*
 - The Workforce Diversity Committee anticipates distributing their survey by the end of the school year (an effort in conjunction with the University of California, Berkley). The survey has been in development for approximately two years—the work initially began with the Committee and expanded to include UC Berkley. The survey will gather information regarding the workforce (e.g., demographics, language, etc.), and will be distributed to school-based systems, Head Start, child development, and child care programs.
 - On May 26, the joint Workforce Diversity Committee will be reviewing the syllabi developed by Johnna Darragh-Ernst through the Heartland Equity and Inclusion Project (HEIP) for core courses. If anyone would like to join the review process (meeting at St. Augustine University from 9:30am–12:00pm), contact Harriette Herrera (heherrera@comcast.net).
- Elementary and Middle Advisory Group (EMAG)—*Ava Harston*
 - Representatives from higher education institutions discussed the common core standards (as referenced by Linda Tomlinson). It is anticipated that there will be delineation between age groups: 5 and 6–8.
- Senate Bill 7—*Ava Harston*
 - Update: Recent changes require 75% of the 30,000 voting members of the Chicago Teacher's Union to vote for a strike.
- Kindergarten Readiness—*Ava Harston*
 - An Advisory Group was convened by ISBE in reference to the kindergarten readiness test. The group convened several times in the past year, and Ava Harston was a member of this group. The Advisory Group formulated a recommendation after reviewing and researching test results.
- Early Learning Council—*Shannon Christian*
 - The Strategic Planning meeting was in April, and the ELC will hire a consultant to lead a group of 20–30 people to provide input. The group plans to share the work in June and have the plan finalized by the October full Council meeting.

- NAEYC Conference—*Shannon Christian*
 - The NAEYC Conference will be June 12–15, 2011 in Rhode Island. There are 10 people from the state of Illinois attending the State Summit on June 11, 2011. A group will be convened from members who attended the BUILD QRIS Conference beforehand to share information at the NAEYC Conference. The goal is to build a bigger picture across sectors.

Next Steps

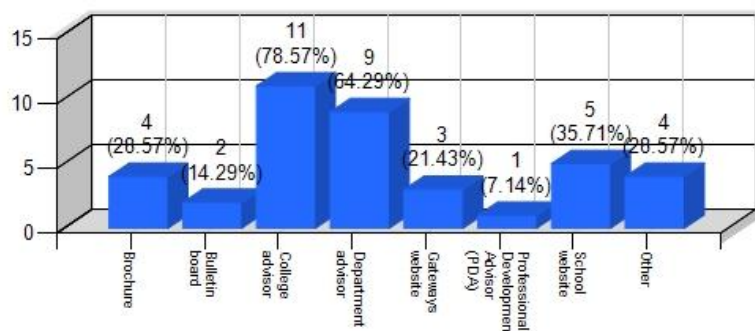
- The Workforce Development Committee Work Plan will be sent to Committee members to review (focusing on objective 1, action 10). Next steps need to be delineated for this objective/action.

Meeting Adjourned at 12:05pm

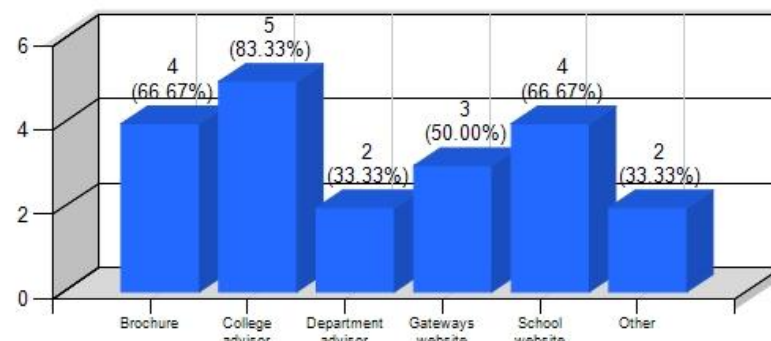
*Presenters were given an opportunity to review their portion of the minutes during the finalization process.

- 24 institutions responded to this survey. Of the 24 responses, 16 (66.67%) were 2 year schools and 8 (33.33%) were 4 year.
- Institutions were asked how many ECE/CD course are available in their department. The average course number for 2 year and 4 year schools is approximately 17 courses each.

How are 2 year school students informed of ECE/CD articulation agreements with other schools? (14 Responses)

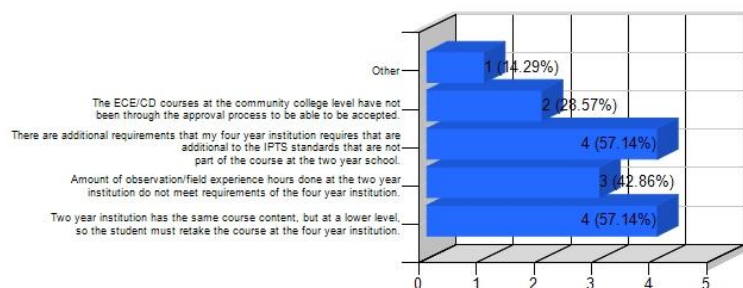


How are 4 year school students informed of ECE/CD articulation agreements with other schools? (6 Responses)

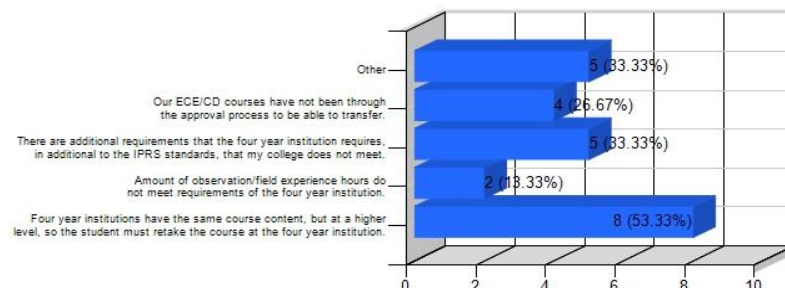


Communication between advising staff and the ECE/CD faculty varies between the two types of schools. 4 year schools report communication takes case at least “frequently” takes place 88% of the time, while 2 year schools report at or above “frequently” only 63% of the time.

Reasons 4 year schools gave for reasons courses are not accepted from other institutions. (7 Responses)

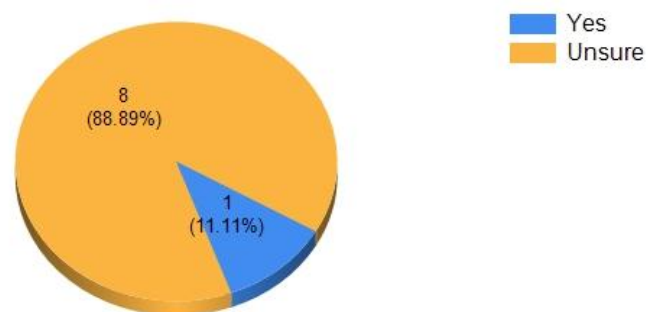


Reasons 2 year schools gave for why their coursework has not been accepted at four year institutions (15 Responses)

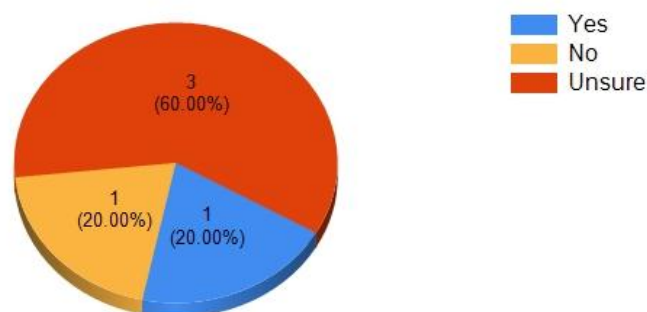


- 4 year institutions reported a range of less than 1% to 95% when asked what percentage of students transfer ECE/CD coursework into their school from another school. When asked what percentage of students transfer ECE/CD coursework from their institution to another school, responses ranged from 3 “unknown” to 10% of students (average of 2%).
- 2 year schools reported a range of less than 1% to 25% of students transfer ECE/CD coursework into their institution. 3 schools said they do not know how many students transfer. Between 10% and 70%, with the average being 36%, of 2 year schools reported their ECE/CD students transfer coursework from their school to another school.
- 2 year institutions were asked how faculty would know if ECE/CD students plan to continue their education and earn a bachelor’s degree. 44% of schools reported the only way they would know is if the student told them voluntarily. 38% of schools reported that they ask the student in some sort of meeting situation. 75% of the 2 year schools who responded indicated no formal method of obtaining this information.
- 9 of the 2 year schools who responded to the survey are entitled institutions. 5 of the 4 year schools are entitled.

Has being an entitled institution helped you articulate coursework to entitled 4 year schools?
(9 Responses)



Does knowing a 2 year school is entitled helped you articulate coursework at your 4 year program?
(5 Responses)



General comments that would help us understand successes and challenges in articulation between 2 and 4 year higher education institutions.

- **SUCCESSES** have stemmed from the IAI panels--which, sadly, have 'gone away' over the last number of years in part due to the AAT and rise of individual institutions' forging articulation agreements between/among themselves. The panels used to be a healthy mechanism for 2- and 4-year folks to sit down routinely and insure we all are aware of changing expectations in the ECE workplace that were/should be influencing our course content, etc. While 2- and 4-year folks with articulation agreements do still get together periodically, with the rise of the AAT, that's become something almost exclusively done institution-to-institution, rather than across the state. I sincerely hope we get back to a system like the IAI panels where you had 2- and 4-year folks in the same room at the same time, talking things through. I'm hoping there's a way for INCCRRA et al. to lead the way in bringing back these dialogues. :) While the increase in individual articulation agreements up until 3-4 years ago helped increase interinstitution communication, we've also noticed that

as IL improved its network of articulations across all institutions, the ECE student population in particular hasn't always been well served. For example, we find that unless a transfer student from a 2-year institution comes from one with strong professional/faculty advisors guiding their course selections, students tend not to have the general education background required to achieve in ECE courses. Many of our transfers from 2-year colleges wind up taking/retaking gen ed courses because they didn't have them or do well enough in them/take them at the level of rigor they needed to in order to pass the ICTS Content and APT exams--as well as upper-level ECE/education courses.

- All of our CD courses have been articulated into 3 higher level institutions, so they transfer, but most transfer as electives. The 4-year schools have allowed us to put 6 CD courses into the AAT in Early Childhood Degree, which brings students into the upper level inst. as a junior if they pass the Basic Skills Test. The problem with transferring the AAS (Associate in Applied Science degree) is that they don't take enough general education courses to be juniors. We would like to find a capstone program where AAS students could get credit for their CD courses and take the gen.ed. they need as juniors and seniors...Thanks!
- Students typically transfer in gen ed classes or lower division education classes but not classes that are in the Early Childhood Specialization area.
- Accessibility to 4 year school programs is a big deterrent for some. While the 2 year institution encourages part-time enrollment and offers many evening and on-line classes, most 4 year schools do not have these options. 4 year schools traditionally are not very user friendly to non-traditional females who are working to support or help support the family, raising minor children, and going to school part-time. This is a majority of the ECE/CHD majors at my institution.
- It is hard to know what is expected by the four year schools. There is not much time to focus on articulation agreements while teaching full time and working with students. Also, our students transfer to a variety of schools that each require different courses.
- It would be most helpful for faculty to speak with faculty versus transfer coordinators talking that do not know early childhood or the standards.
- Any standardized articulation agreements would be very welcomed.
- Many students who transfer to four year institutions relate that they are very well prepared for the coursework. I believe that our coursework is as rigorous, if not more, than the four year institutions.